DOCUMENT RESUME

ED 251 861 CS 208 724

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TITLE Language Arts Competencies for Shelf Tests. Wisconsin Competency-Based Testing Program. Bulletin No. 5175.
INSTITUTION Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
PUB DATE Nov 84
NOTE 55p.
PUB TYPE Tests/Evaluation Instruments (160) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Educational Assessment; Elementary Secondary Education; Grade 3; Grade 7; Grade 10; Grammar; *Language Arts; *Language Skills; *Minimum Competencies; Rhetoric; Sentence Structure; *Tests; Writing Evaluation; *Writing Skills

ABSTRACT

Developed by the Wisconsin Department of Public Instruction, this booklet contains the competencies, item specifications, and sample items for the language arts competency tests for grades three, seven, and ten. Each competency statement contains a brief description, sample items, content, question form, and response form. The booklet also offers guidelines for developing the language arts tests. The language arts skills emphasized in the booklet cover four major areas of competence: using standard English, applying correct grammatical concepts, applying correct rhetorical concepts, and using the transcribing skills of spelling, punctuation, and capitalization, as well as the dictionary. (HOD)

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November 1984

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Bulletin No. 5175

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PREFACE

This booklet contains the competencies, item specifications, and sample items for the language arts competency tests. These tests were developed by the Department of Public Instruction for administration at grades three, seven, and ten. The tests, commonly referred to as the "shelf tests," will be available for the first time during the 1985-86 school year.

CBT Program Legislation

The Wisconsin Competency-Based Testing Program was established by legislation in 1981 and 1982. The program is administered by the Department of Public Instruction for Wisconsin school districts that volunteer to participate. The legislation specifies that participating districts are to administer a competency-based test in each of the content areas of reading, language arts, and mathematics once in grades 1, 2, 3, or 4; once in grades 5, 6, 7, or 8; and once in grades 9 or 10. There are four sources of tests that districts may use: DPI-developed tests (shelf tests), DPI item bank, commercial tests, and locally-developed tests. The items included on the shelf tests will be in the item bank.

Chapter 241, Laws of 1981, requires that participating districts submit tests adopted by the school board to the State Superintendent for approval. Competencies, performance standards, and levels to be tested within the specified grade spans are to be defined with the active involvement of administrators, teachers, and parents. Special education students may be tested based on local board policy and the needs of the individual student. Limited-English speaking students may be tested within the guidelines established by department administrative rules.

Test Development and Format

A content development committee consisting of school teachers, administrators, and university professors assumed a central role in identifying competencies, item specifications, and test items to be included in the DPI-developed pupil competency tests (shelf tests) in language arts. Participating school districts provided input on the importance, appropriateness, and clarity of these competencies through teacher surveys and field testing the test items. The shelf test competencies were selected to reflect the language arts curricula of participating school districts and to have integrity within the community of language arts educators.

Each competency on the shelf tests will have at least six test items used to assess student skills and knowledge. For each grade level, the test will be divided into two parts with each part requiring one class period to administer. The results of the tests will be reported for each individual student by competency and by total test score.

Testing Schedule

Two administration periods for 10th grade and one administration period for 3rd and 7th grades have been identified. The following schedule includes the release and administration dates for each grade:

Important Dates to Remember

10th Grade Test	
November 11, 1985	Test will be released by the DPI
November 11 - December 6, 1985	First administration period
March 24 - April 18, 1986	Second administration period
3rd & 7th Grade Tests	
March 24, 1986	Tests will be released by the DPI
March 24 - April 18, 1986	Administration period

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Grade 3 Language Arts Competencies

3.1 The student will be able to identify a misspelled word in a sentence.

3.2 The student will be able to choose the correct past tense form of a verb to complete a sentence.

3.3 The student will be able to choose the correct verb to agree with the subject of a sentence.

3.4 The student will be able to choose the correct pronoun or pronouns to complete a sentence.

3.5 The student will be able to differentiate between a complete sentence and an incomplete sentence.

3.6 The student will be able to choose the correct end punctuation (., ?, !) for a sentence.

3.7 The student will be able to use a comma in a sentence correctly.

3.8 The student will be able to capitalize proper nouns, the first word in each sentence, and the pronoun "I."

3.9 The student will be able to sequence sentences for a paragraph.

3.10 The student will be able to identify an irrelevant sentence in a paragraph.

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Grade 7 Language Arts Competencies

7.1 The student will be able to identify a misspelled word in a sentence.

7.2 The student will be able to identify the correct uses/forms of homonyms, possessives, and contractions.

7.3 The student will be able to choose the correct verb to agree with the subject of a sentence.

7.4 The student will be able to choose a verb of the correct tense for a sentence in context.

7.5 The student will be able to choose the pronoun which agrees with its antecedent.

7.6 The student will be able to choose the correct modifier in context.

7.7 The student will be able to identify the correct internal punctuation for a sentence.

7.8 The student will be able to identify words to be capitalized in context.

7.9 The student will be able to identify a run-on sentence.

7.10 The student will be able to identify a sentence fragment.

7.11 The student will be able to sequence sentences for a paragraph.

7.12 The student will be able to identify an irrelevant sentence in a paragraph.

7.13 The student will be able to use dictionary entries to answer correctly questions about words.

Grade 10 Language Arts Competencies

10.1 The student will be able to identify a misspelled word in a sentence.

10.2 The student will be able to identify correct sentence structure.

10.3 The student will be able to identify sentences containing correct usage.

10.4 The student will be able to identify a correctly punctuated sentence.

10.5 The student will be able to identify sentences containing correct capitalization.

10.6 The student will be able to sequence topic sentences into an ordered composition outline.

10.7 The student will be able to select the topic and concluding sentences for a unified paragraph.

10.8 The student will be able to choose the appropriate transition word or phrase for a sentence in a paragraph.

10.9 The student will be able to identify an irrelevant sentence in a paragraph.

10.10 The student will be able to choose one sentence that combines two or more sentences and retains the meaning of the original sentences.

10.11 The student will be able to recognize appropriate use of figurative language.

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GUIDELINES FOR DEVELOPING THE LANGUAGE ARTS TESTS

The shelf tests in Language Arts will emphasize four major areas of competence:

1. using standard English;
2. applying the grammatical concepts of:
   a) agreement (subject-verb and pronoun-antecedent),
   b) tense (choice of consistent and appropriate verb tenses),
   c) inflection (plurals, possessives, pronoun case, and verb forms),
   d) sentence structure (avoiding fragments, run-ons, and assorted structural problems);
3. applying the rhetorical concepts of:
   a) order (choosing a logical and appropriate sequence of ideas),
   b) relationship (providing appropriate transitions and avoiding irrelevant material),
   c) figurative language (choosing appropriate figures of speech and avoiding cliches and illogical comparisons), and;
4. using the transcribing skills of spelling, punctuation, capitalization, and the ability to use the dictionary.

Note: Composing skills (such as choosing and developing a topic, and selecting language and structures appropriate to a specified audience and purpose) can only be determined from writing samples. We strongly recommend that districts consider assessing composing skills in addition to the competencies listed above. The Department of Public Instruction is currently developing writing assessment materials (writing prompts, scoring guides, and sample papers) for use by local districts. These writing assessment materials will be included as part of the item bank and will be available for the 1985-86 school year.

Scoring of the Language Arts Shelf Tests

Scores on the shelf tests will include total scores and sub-scores for each competency.

GRADE 3

LANGUAGE ARTS ITEM SPECIFICATIONS

SUBJECT: Language Arts
GRADE LEVEL: 3

COMPETENCY 3.1

The student will be able to identify a misspelled word in a sentence.

BRIEF DESCRIPTION

This competency requires the student to identify which part, if any, of a given sentence contains a misspelled word.

SAMPLE ITEMS

Which part of the sentence has a misspelled word? Choose "D" if there is no misspelled word in the sentence.

1. I don't | no what | I should do. No error
   A *B C D

2. The anamals | were lost | in the forest. No error
   *A B C D

CONTENT

Misspelling, commonly confused homonyms, and word boundary errors (compound words separated, or separate words combined as one) are included. The Dolch word list is used to select words at appropriate grade level.

QUESTION FORM

Each item is a sentence containing three words from the Dolch word list. The sentence is divided into three parts labeled A, B, and C. Foil D stands for "No error."

RESPONSE FORM

In each sentence there is either one incorrectly spelled word or all are correctly spelled.

SUBJECT: Language Arts
GRADE LEVEL: 3

COMPETENCY 3.2

The student will be able to choose the correct past tense form of a verb to complete a sentence.

BRIEF DESCRIPTION

This competency requires the student to choose the correct past tense forms of both regular and irregular verbs.

SAMPLE ITEMS

Which is the correct word to complete the sentence?

1. The young dog _____ last night.

   A leaved
   B runned
   *C barked
   D swimmed

2. The child _____ on the playground.

   A felled
   *B sang
   C hided
   D fighted

3. Last summer we _____ ten tomato plants in our garden.

   *A planted
   B growed
   C seen
   D grown

CONTENT

Regular and irregular past tense formation are included. The content does not include lie/lay, rise/rose, sit/set. Declarative sentences are used.

QUESTION FORM

Each item is a sentence with a past tense verb omitted.

RESPONSE FORM

All distractors are incorrectly formed past tense verbs or past participles without helping verbs.

SUBJECT: Language Arts
GRADE LEVEL: 3

COMPETENCY 3.3

The student will be able to choose the correct verb to agree with the subject of a sentence.

BRIEF DESCRIPTION

This competency requires the student to determine whether the subject of a given sentence is singular or plural and to choose a verb to agree with that subject.

SAMPLE ITEMS

Which is the correct word to complete the sentence?

1. My mother _____ at home.

   A are
   *B is
   C type
   D give

2. Nancy and you _____ at school.

   *A work
   B works
   C plays
   D gives

CONTENT

Sentences with collective nouns and compound subjects are included.

QUESTION FORM

Each item is a sentence with the verb omitted.

RESPONSE FORM

The distractors are all present tense verbs. The distractors are plural forms for sentences when a singular form is required and vice versa.

SUBJECT: Language Arts
GRADE LEVEL: 3

COMPETENCY 3.4

The student will be able to choose the correct pronoun or pronouns to complete a sentence.

BRIEF DESCRIPTION

This competency requires the student to choose a pronoun or pronouns of the correct case and order to complete a given sentence.

SAMPLE ITEMS

1. Which is the correct word to complete the sentence?

   Sam called _____ on the telephone.

   A I
   *B me
   C he
   D they

2. Which are the correct words to complete the sentence?

   Give the ball to _____.

   *A her and me
   B me and her
   C she and I
   D I and she

CONTENT

The content is limited to pronoun case and order. One third of the items involve both case and order (see sample item 2).
The content does not include the pronouns who, whom.

QUESTION FORM

Each item is a sentence with a pronoun (or pronouns) omitted. When an item tests for order, it also tests for case.

RESPONSE FORM

When objective case is correct, distractors will be nominative case (subject form) and vice versa.

SUBJECT: Language Arts
GRADE LEVEL: 3

COMPETENCY 3.5

The student will be able to differentiate between a complete sentence and an incomplete sentence.

BRIEF DESCRIPTION

This competency requires the student to identify an incomplete sentence in the context of a brief paragraph.

SAMPLE ITEMS

Which is <u>not</u> a complete sentence?

1. (1) The puppy is looking for something. (2) Do you know what? (3) I think he's looking for his friend. (4) To play with because he might be lonesome.

   A 1
   B 2
   C 3
   *D 4

2. (1) The dog will have a can of food and then go to sleep. (2) When he wakes up he will play ball. (3) With his owner. (4) He will have fun.

   A 1
   B 2
   *C 3
   D 4

CONTENT

A brief paragraph includes one fragment with end punctuation. Fragments are phrases or clauses. Interjections are not included in the paragraph.

QUESTION FORM

Sentences are numbered.

RESPONSE FORM

Each paragraph will include at least three complete sentences and only one fragment.

SUBJECT: Language Arts
GRADE LEVEL: 3

COMPETENCY 3.6

The student will be able to choose the correct end punctuation (. , ? , !) for a sentence.

BRIEF DESCRIPTION

This competency requires the student to determine the correct end punctuation for a given sentence.

SAMPLE ITEMS

1. Which sentence should have a <u>period (.)</u> at the end?

   A Are you nine years old
   *B We may play outside today
   C Does John sit in the first row
   D What is your name

2. Which sentence should have a <u>question mark (?)</u> at the end?

   A My popcorn spilled on the floor
   B The door slammed shut in the wind
   *C Are you going to the baseball game tonight
   D Each child read a story for the class

3. Which sentence should have an <u>exclamation mark (!)</u> at the end?

   A Does our school close in May
   *B What a good meal this is
   C May we use the fireplace
   D Which way does this trail go

CONTENT

Sentences that are interrogative, declarative, and exclamatory are included. The content does not include quotations.
Approximately 30% of the sentences are interrogative, 50% declarative, and 20% exclamatory.

QUESTION FORM

Each item includes four sentences without end punctuation.

RESPONSE FORM

Distractors for declarative sentences are interrogatives and <u>vice versa</u>. Distractors for the exclamatory sentences are interrogatives.

SUBJECT: Language Arts
GRADE LEVEL: 3

COMPETENCY 3.7

The student will be able to use a comma in a sentence correctly.

BRIEF DESCRIPTION

This competency requires the student to identify where in a given sentence a comma is needed.

SAMPLE ITEMS

The sentence below needs one comma added. Which space needs a comma?

A B *C D
↓ ↓ ↓ ↓
1. The girl has a cat dog, and horse.

A B C *D
↓ ↓ ↓ ↓
2. I was born on Februrary 26 1962.

CONTENT

The content is limited to comma usage for a series, compound sentences with a conjunction (and, or, but), and dates and addresses.
Approximately 60% series, 20% compound sentence and 20% dates and addresses are included.
Simple and compound sentences—declarative or interrogative—are used.
Dates and addresses are placed at the ends of sentences.
Each sentence needs only one comma.
In a series sentence, the space preceding and is not underlined.

QUESTION FORM

Each item is a sentence with a comma omitted. Spaces after words are labeled A, B, C, and D.

RESPONSE FORM

Distractors include space before the day of the month in dates and after the conjunction in series and compound sentences.

SUBJECT: Language Arts
GRADE LEVEL: 3

COMPETENCY 3.8

The student will be able to capitalize proper nouns, the first word in each sentence, and the pronoun I.

BRIEF DESCRIPTION

This competency requires the student to determine which words in a given sentence should be capitalized.

SAMPLE ITEMS

Read lines 1-4 below. Choose the word in each line that needs a capital letter. Choose "D" if no capital letter is needed. (Notice that the sentences continue from one line to the next.)

1. my friend lives in the — no capitals
   *A B C D

2. city of milwaukee. Every year — no capitals
   A *B C D

3. in June i visit my friend. — no capitals
   A *B C D

4. Sometimes we go to the zoo. — no capitals
   A B C *D

CONTENT

Sentences of connected discourse include the following proper nouns: names of people, holidays, months, days of the week, states, cities, titles preceding names, rivers, streets.

QUESTION FORM

Sentences are printed in lines of five or six words. The initial letters of three of the words in the line are underlined and labeled A, B, and C. Foil D stands for "no capitals." Sentences must occasionally begin in the middle of a line. One-third of the items are selected from each of the following: first word in a sentence, proper nouns and the pronoun "I," and items for which no capitals are needed.

RESPONSE FORM

Distractors include the initial letters in nouns and other words students may miscapitalize.

SUBJECT: Language Arts
GRADE LEVEL: 3

COMPETENCY 3.9

The student will be able to sequence sentences for a paragraph.

BRIEF DESCRIPTION

This competency requires the student to determine which sentence in a given paragraph is out of order, or to determine the appropriate location in a paragraph for a sentence identified as being out of sequence.

SAMPLE ITEMS

Form 1

Read the following paragraph. Which sentence is out of order?

(1) There was a white puppy in the tall grass. (2) Suddenly a frog jumped out and scared the puppy. (3) The puppy ran as fast as he could. (4) He went right into his dog house. (5) He ran right out of the tall grass. (6) Finally, he fell asleep.

A 1
B 3
*C 5
D 6

Form 2

Sentence 3 in the following paragraph is out of order. Choose the place where it should go.

(1) Sometimes I help my mom cook. (2) Yesterday, I made some pudding. (3) The pudding has to go into the refrigerator for a few hours. (4) To make pudding you put milk and eggs in a bowl. (5) Then you add the pudding mix. (6) Then you mix it all together for two minutes. (7) After that you can eat it.

A After sentence 1
B After sentence 4
*C After sentence 6
D After sentence 7

CONTENT

The content is limited to paragraphs with chronological or causal sequences.

One-half of the items ask students to identify which sentence is out of order. One- half of the items ask students to identify the best place for a misplaced sentence.

QUESTION FORM

Each item is a paragraph of approximately 50 words with one sentence out of order. Each sentence in the paragraph is numbered.

RESPONSE FORM

(Form 1) Foils refer to the sentences by number and are four of the sentences from the paragraph. The distractors are sentences which are in sequence.

(Form 2) Foils refer to the sentences by number and are four locations in the paragraph. The distractors are locations in the paragraph which are illogical places for the identified sentence to go.

SUBJECT: Language Arts
GRADE LEVEL: 3

COMPETENCY 3.10

The student will be able to identify an irrelevant sentence in a paragraph

BRIEF DESCRIPTION

This competency requires the student to determine which sentence in a given paragraph is irrelevant to the paragraph.

SAMPLE ITEMS

Read the following paragraph. Which sentence does <u>not</u> belong?

1. (1) Our class planned a program for our parents. (2) The name of the program was "Good Health To You". (3) Six students gave a skit about foods. (4) Other students showed a filmstrip on exercising. (5) Some showed posters and pictures they'd made. (6) I brush my teeth everyday.

   A 2
   B 4
   C 5
   *D 6

2. (1) A new family moved to our block. (2) They are the Smiths and they have four children. (3) All of the Smith children like softball and are very good players. (4) Football is usually played in the fall. (5) Now we have ten children in our neighborhood who are softball players. (6) That's enough for a neighborhood game anytime.

   A 1
   *B 4
   C 5
   D 6

CONTENT

The irrelevant sentence has some general connection to the topic of the paragraph but does not relate to the specific line of development being used in the paragraph.

QUESTION FORM

Each item is a paragraph of approximately 50 words, containing one irrelevant sentence. Each sentence in the paragraph is numbered.

RESPONSE FORM

The foils for each item refer to the sentences by number. The distractors are relevant sentences.

GRADE 7

LANGUAGE ARTS ITEM SPECIFICATIONS

CBT/DPI 11/1/84

SUBJECT: Language Arts
GRADE LEVEL: 7

COMPETENCY 7.1

The student will be able to identify a misspelled word in a sentence.

BRIEF DESCRIPTION

This competency requires the student to identify which part, if any, of a given sentence contains a misspelled word.

SAMPLE ITEMS

Which part of the sentence, if any, has a misspelled word?

1. He was proud | to be a citisin | of the United States. No error
   A *B C D

2. She did not mean | to commit | a crime. No error
   A B C *D

CONTENT

The content includes misspelling and word boundary errors (compound words separated, or separate words combined as one). Commonly misspelled words at grade level are used.

QUESTION FORM

Each item includes a sentence containing three commonly misspelled words. The sentence is divided into three parts labeled A, B, and C. Foil D stands for "No error."

RESPONSE FORM

In each sentence there is either one incorrectly spelled word or all are correctly spelled.

SUBJECT: Language Arts
GRADE LEVEL: 7

COMPETENCY 7.2

The student will be able to identify the correct uses/forms of homonyms, possessives, and contractions.

BRIEF DESCRIPTION

This competency requires the student to choose which form of a commonly confused homonym fits the context of a given sentence; the correct placement of the apostrophe in a contraction; and the correct forms for possessives of pronouns, singular nouns ending in "s" or "y," and irregularly formed plural nouns.

SAMPLE ITEMS

Which is the correct word for the sentence?

1. _____ going to the store.

   *A They're
   B There

2. He _____ want to finish his homework.

   A doesnt
   *B doesn't

3. The _____ game is over.

   *A children's
   B childrens

CONTENT

The content includes commonly confused homonyms, possessives, and contractions. See the following lists.

homonyms:
- there/their/they're
- too/to/two
- through/threw
- whose/who's
- your/you're

contractions: with
- have ('ve)
- are ('re)
- not (n't)
- will ('ll)

possessives:
- pronouns
- plural nouns (sheep, children)
- singular nouns ending in "s" or "y"

QUESTION FORM

Each item includes a sentence with a homonym, contraction, or possessive omitted.

RESPONSE FORM

There are two choices. The foils for possessives and contractions omit or misplace the apostrophe.

SUBJECT: Language Arts
GRADE LEVEL: 7

COMPETENCY 7.3

The student will be able to choose the correct verb to agree with the subject of a sentence.

BRIEF DESCRIPTION

This competency requires the student to determine whether the subject of a given sentence is singular or plural and to choose a verb to agree with that subject.

SAMPLE ITEMS

Which sentence is <u>not</u> correct?

1. A The cost of the bikes was less than we expected.
   B The amount of flour needed was more than we had.
   *C Staff members was known by only a few guests.
   D The papers were burning very quickly.

2. A Both Nancy and Joan were interested in joining the swimming team.
   *B The construction of these tests are a difficult task.
   C Either Harry or Jim is going to be captain.
   D Anybody is allowed to go along.

CONTENT

The content includes compound subjects, collective nouns, and indefinite pronouns. Particular attention is given to modifying phrases inserted between subject and verb. Items include <u>either/or</u> and <u>there is/are</u> constructions.

QUESTION FORM

Each item includes four sentences.

RESPONSE FORM

One sentence contains an error in subject-verb agreement. Three sentences are correct.

SUBJECT: Language Arts
GRADE LEVEL: 7

COMPETENCY 7.4

The student will be able to choose a verb of the correct tense for a sentence in context.

BRIEF DESCRIPTION

This competency requires the student to determine which verb tense is needed in a given context and to identify incorrectly formed verbs.

SAMPLE ITEMS

Form 1

Which is the correct word for the sentence?

It all started late one night. The house was quiet because everyone was sleeping. Someone had left a cigarette on the arm of the sofa. After the cigarette smoldered for twenty minutes, the fire _____ .

A begins
B is beginning
C has begun
*D began

Form 2

Which sentence has an incorrect verb?

*A He run home after the game.
B She had seen it all before.
C Mark drank the water quickly.
D We have chosen the winner.

CONTENT

The content includes unnecessary shifts in tense (from past to present and vice versa) and incorrectly formed past and perfect tenses, usually of irregular verbs. One third of the items are on tense shift; two thirds are on past and perfect tense formation.

QUESTION FORM

For tense shift: Each item is a short paragraph in either past or present tense. A verb in one of the sentences is omitted.

For dropped auxiliary: Each item is a group of four sentences. Three correctly use the past or past perfect tense.

RESPONSE FORM

(Form 1) For tense shift: The foils are four different tenses of the verb, including only one correct tense for the context.

(Form 2) For dropped auxiliary: The incorrect sentence uses the past participle without the auxiliary (he run), or adds an auxiliary to the past tense (he had ran).

SUBJECT: Language Arts
GRADE LEVEL: 7

COMPETENCY 7.5

The student will be able to choose the pronoun which agrees with its antecedent.

BRIEF DESCRIPTION

This competency requires the student to locate the antecedent of a pronoun in a given context and to choose a pronoun which agrees with that antecedent.

SAMPLE ITEMS

Which is the correct word for the sentence?

1. A man had to go through three steps before he was knighted. First _____ became a page, then a squire, and finally a knight.

   A you
   *B he
   C she
   D they

2. The blender made a strange noise. _____ motor had developed a problem.

   A Our
   B His
   C Their
   *D Its

CONTENT

The content includes agreement in number, gender, and person and agreement across sentence boundaries (when the antecedent and the pronoun are in different sentences).

QUESTION FORM

Each item includes two sentences, the first containing the antecedent for a pronoun in the second sentence. The pronoun in the second sentence is omitted.

RESPONSE FORM

All foils are pronouns of the same case. Distractors are the wrong number, gender, or person to agree with the antecedent.

SUBJECT: Language Arts
GRADE LEVEL: 7

COMPETENCY 7.6

The student will be able to choose the correct modifier in context.

BRIEF DESCRIPTION

This competency requires the student to determine whether a modifier in a given context should be an adjective or an adverb, and to determine the appropriate degree and form for the modifier.

SAMPLE ITEMS

Which sentence is <u>not</u> correct?

1. A We saw an extraordinarily pretty flower.
   B He was really surprised to see me.
   *C It was the mostest I could get.
   D She did it well.

2. A Bonita won the race easily.
   *B The test was real hard.
   C I could never get the rhythm in that passage quite right.
   D I can work best in the morning.

CONTENT

The content includes recognizing the correct uses of modifiers and the appropriate forms of comparatives and superlatives.

QUESTION FORM

Each item includes four sentences containing modifiers.

RESPONSE FORM

Errors include adverbs modifying linking verbs, adjectives modifying action verbs, and incorrectly formed superlatives and comparatives.

CBT/DPI 11/1/84

SUBJECT: Language Arts
GRADE LEVEL: 7

COMPETENCY 7.7

The student will be able to identify the correct internal punctuation for a sentence.

BRIEF DESCRIPTION

This competency requires the student to recognize the correct uses of commas, semicolons, and quotation marks.

SAMPLE ITEMS

Which sentence is <u>correctly</u> punctuated?

1. A Assemblies I think, should be held during eighth hour.
   *B If they are held during eighth hour, then people who want to leave can do so.
   C "You can't get me" my brother yelled.
   D But I did it anyway, there was no other chance.

2. A Mr. Simpson wished to know, "If we cared for some flowers."
   *B The farmer said, "Don't drop the basket of eggs."
   C "They are coming this way, explained Dick."
   D The hunter said, "That he had killed four rabbits."

CONTENT

The content is limited to commas, semicolons, and quotation marks. Comma use is limited to appositives, parenthetical expressions, nouns of direct address, and introductory elements. Content does not include quotation marks with a question mark.

QUESTION FORM

Each item includes four sentences, three with errors in internal punctuation.

RESPONSE FORM

Errors include comma splices and fused sentences; commas misplaced relative to quotation marks; single commas omitted from pairs setting off appositives, parenthetical phrases, or nouns of address; quotation marks used in indirect quotations.

SUBJECT: Language Arts
GRADE LEVEL: 7

COMPETENCY 7.8

The student will be able to identify words to be capitalized in context.

BRIEF DESCRIPTION

This competency requires the student to determine which words in a given sentence should be capitalized.

SAMPLE ITEMS

Which statement is <u>correct</u>?

1. Last Summer I went to Minneapolis to see the Guthrie Theater.

   *A "Summer" should not be capitalized
   B "Minneapolis" should not be capitalized
   C "Guthrie" should not be capitalized
   D Correct as it is

2. Jane asked, "is Africa as large as Asia?"

   A "asked" should be capitalized
   *B "is" should be capitalized
   C "Africa" should not be capitalized
   D Correct as it is

CONTENT

The content is limited to proper nouns and adjectives and words in quotations. It does not include first words of sentences, familial names, geographical areas that are also directions (East/east, etc.), or names of school buildings.

QUESTION FORM

Each item includes a sentence with at least four nouns, adjectives, or articles. Some are correctly capitalized. Some are capitalized which should be lower case. Some are lower case which should be capitalized. Only one error per item, or item is correct as is.

RESPONSE FORMS

The foils are statements asking if nouns and adjectives from the sentence should or should not be capitalized. Only one statement, including "correct as it is," will be correct.

SUBJECT: Language Arts
GRADE LEVEL: 7

COMPETENCY 7.9

The student will be able to identify a run-on sentence.

BRIEF DESCRIPTION

This competency requires the student to determine which sentence, if any, in a brief paragraph is a run-on sentence.

SAMPLE ITEMS

Which sentence, if any, is a run-on sentence?

1. (1) Not all serfs were farmers, some were luckier. (2) They got to live in the castle and were trained for fighting and helped the knights. (3) The knights were in charge of the defense of the castle.

   *A 1
   B 2
   C 3
   D None

2. (1) Voting is a privilege, a right, and a responsibility. (2) Many Americans take that privilege for granted. (3) A high percentage of the population doesn't vote and isn't even registered.

   A 1
   B 2
   C 3
   *D None

CONTENT

The content consists of connected discourse which may include one run-on sentence.

QUESTION FORM

Each item is a brief paragraph of at least three sentences. Sentences in the paragraph are numbered.

RESPONSE FORM

Run-on sentences may be fused sentences or comma splices. Foil D is always "None."

SUBJECT: Language Arts
GRADE LEVEL: 7

COMPETENCY 7.10

The student will be able to identify a sentence fragment.

BRIEF DESCRIPTION

This competency requires the student to determine if a brief paragraph includes a sentence fragment.

SAMPLE ITEMS

Does this paragraph contain a sentence fragment? If so, identify it. If there is no fragment, choose "D."

1. (1) In time of attack people needed protection. (2) Within each section of the land there usually was one man who was smarter than the rest. (3) He had enough sense to build a town for protection. (4) Since the other people were not too smart. (5) They looked up to this man and soon called him a lord.

   A 1
   B 3
   *C 4
   D None

2. (1) Last Saturday afternoon I was out riding my motorcycle. (2) When I ran out of gas in the middle of nowhere. (3) I locked my bike and walked over three miles to a phone and called home. (4) Was I ever glad someone was there!

   A 1
   *B 2
   C 4
   D None

CONTENT

The content consists of connected discourse which may include one sentence fragment punctuated as a sentence.

QUESTION FORM

Each item includes a brief paragraph of at least three sentences (or at least two sentences and one sentence fragment). Each group of words punctuated as a sentence is numbered.

RESPONSE FORM

Fragments are phrases or subordinate clauses. Foil D is always "None."

SUBJECT: Language Arts
GRADE LEVEL: 7

COMPETENCY 7.11

The student will be able to sequence sentences for a paragraph.

BRIEF DESCRIPTION

This competency requires the student to determine which sentence in a given paragraph is out of order, and to determine the appropriate location in a paragraph for a sentence which is identified as being out of sequence.

SAMPLE ITEMS

Form 1

Which sentence is out of order?

(1) An interesting event occurred last summer. (2) My father used a tweezers to remove the quills from King. (3) While we were at our cottage in the woods, our dog King had a fight with a porcupine. (4) We had to hold King still while the quills were being removed. (5) We wonder if King will go near a porcupine again.

A 1
*B 2
C 4
D 5

Form 2

Sentence 5 is in the wrong place in the paragraph. Where does it belong?

(1) A motorcycle had been Scott's dream for years. (2) Since his birthday was coming soon, Scott started hinting to his father by reading him ads for motorcycles. (3) His father said nothing. (4) On the morning of his birthday, Scott found a key next to his plate at breakfast. (5) However, Scott's father planned to surprise Scott with a cycle on his birthday.

*A After sentence 3
B After sentence 1
C Before sentence 1
D After sentence 2

CONTENT

The content is limited to determining which sentence in a paragraph is out of order and the appropriate location in a paragraph for a sentence which is out of sequence. It includes paragraphs with chronological, spatial, and logical sequences.

QUESTION FORM

Each item includes a paragraph of approximately 50 words and at least 5 sentences with one sentence out of sequence. Sentences in the paragraph are numbered.

RESPONSE FORM

(Form 1) Foils refer to the sentences by number and are four of the sentences from the paragraph. The distractors are sentences which are in sequence.

(Form 2) Foils refer to the sentences by number and are four locations in the paragraph. The distractors are locations in the paragraph which are illogical places for the identified sentence to go.

SUBJECT: Language Arts
GRADE LEVEL: 7

COMPETENCY 7.12

The student will be able to identify an irrelevant sentence in a paragraph.

BRIEF DESCRIPTION

This competency requires the student to determine which sentence in a given paragraph is irrelevant to the paragraph.

SAMPLE ITEMS

Which sentence does <u>not</u> belong in this paragraph?

1. (1) For years there have been tales about the moon. (2) Some people said that the moon was made of green cheese. (3) Other people thought there were little men running around up there. (4) But recent space travel has put an end to all this. (5) The moon's terrain is very rough because there are many craters.

   A 2
   B 3
   C 4
   *D 5

2. (1) The river came down from the north. (2) David stood on the branch above the water with the rope in his hand, knowing everyone on the shore was waiting and watching. (3) He could see the tree reflected in the still, black surface below him. (4) He tightened his grip on the rope, drew in his breath, and jumped. (5) When he had cleared the shallow water near the shore and was high above the surface, he let go. (6) It was a great first jump.

   *A 1
   B 3
   C 4
   D 5

CONTENT

The content is limited to determining which sentence in the paragraph has some general connection to the topic of the paragraph, but does not relate to the specific line of development used.

QUESTION FORM

Each item consists of a paragraph of approximately 50 words and at least 4 sentences with one irrelevant sentence. Sentences in the paragraph are numbered.

RESPONSE FORM

The foils for each item refer to the sentences by number. The distractors are relevant sentences.

SUBJECT: Language Arts
GRADE LEVEL: 7

COMPETENCY 7.13

The student will be able to use dictionary entries to answer correctly questions about words.

BRIEF DESCRIPTION

This competency requires the student to use selected dictionary entries to determine the syllabication, pronunciation, denotation, etymology, and accepted alternate spellings of specified words.

SAMPLE ITEMS

Use this dictionary page to answer questions one through five.

den·droid (dĕn'droid) *adj.* Resembling a shrub or small tree; dendriform. [from Greek *dendron*, a tree, and *eidos*, form.]

dene (dēn) *n.* A low mound of loose sand near a seashore; dune. [British]

dull (dŭl) *adj. comp.* duller; *superl.* dullest **1.** Stupid; mentally slow; as, a lad of dull mind. **2.** Causing boredom; tedious; as, a dull party. **3.** Not felt keenly or sharply; not acute; as, a dull headache. **4.** Not bright, not vivid; dim; as, a dull light. **5.** Blunt; not sharp or pointed, having a thick edge. [ME *dull*, *dul*; *dol*, foolish, stupid]

hu·mor (hyo͞o'mər) *n.* **1.** The quality of being amusing or comical. **2.** The ability to perceive, enjoy or express what is comical or funny. **3.** In Medieval physiology one of the four fluids of the body, blood, phlegm, choler, and black bile. **4.** A state of mind; mood. **5.** A sudden unanticipated whim. [from Latin *humor*]

the·a·ter, the·a·tre (thē'ə-tər) *n.* A place where plays, operas, motion pictures, etc., are presented. [From *theatre*, from Latin *theatrum*, from Greek *theatrom*, theater, from *thea*, a view, sight.]

to·na·da (tə'nä-də) *n.* A Spanish folksong, especially of meditative character. [from Spanish *tono*, tone]

Key words for pronunciation:

ä father / ĕ set / ē eve / o͞o boot / ŭ up / ə about

QUESTIONS

Use the dictionary entry on page 33 to answer the following questions.

1. Find the entry for the word "dull." Which of the definitions applies to the word as it is used in the following sentence?

   Her new shoes are dull blue which does not flatter her.

   A stupid
   B causing boredom
   C not felt keenly or sharply
   *D not bright

2. Which of these words has a Spanish origin?

   A dendroid
   B dene
   C theater
   *D tonada

3. Find the entry for the word "dendroid." If you had to break this word at the end of a sentence how would you break it?

   A de-ndroid
   *B den-droid
   C dend-roid
   D dendr-oid

4. Which of these words can be spelled more than one way?

   A dendroid
   B dull
   *C theater
   D tonada

5. Look at the entry for the word "dene." Refer to the Pronunciation guide below the entries. Decide how "dene" should be pronounced. Which of the following words rhymes with "dene"?

   A meany
   B penny
   *C seen
   D renee

CONTENT

The content includes denotation, etymology, syllabication, alternative acceptable spellings, and pronunciation.

QUESTION FORM

1. There are dictionary entries for six words.
2. The entries are in alphabetical order.
3. At least one entry is a word unfamiliar to 7th-grade students. This entry is susceptible to more than one pronunciation, although only one is correct.
4. At least two entries have four definitions.
5. At least one entry has alternative acceptable spellings.
6. The entries vary in etymology.

RESPONSE FORM

The student will select the correct answers from four alternatives.

Form 1
Denotation
The foils are possible meanings of the word. The distractors do not fit the meaning of the word in the given context.

Form 2
Etymology
The foils are all words from the dictionary entry.

Form 3
Syllabication
The distractors are incorrectly divided.

Form 4
Alternate Accepted Spelling
The foils are all words from the dictionary entry.

Form 5
Pronunciation
The distractors are words which will rhyme with the target word if the pronunciation guide is not correctly interpreted.

GRADE 10

LANGUAGE ARTS ITEM SPECIFICATIONS

CBT/DPI 11/1/84

SUBJECT: Language Arts
GRADE LEVEL: 10

COMPETENCY 10.1

The student will be able to identify a misspelled word in a sentence.

BRIEF DESCRIPTION

This competency requires the student to identify which part, if any, of a given sentence contains a misspelled word.

SAMPLE ITEMS

Which part of the sentence, if any, has a misspelled word?

1. The government workers rose | to receive their prizes | and went their separate ways.
   A B C

   No error
   *D

2. The fourth movement of | this musical piece | has allways been my favorite.
   A B *C

   No error
   D

CONTENT

Commonly misspelled words at 9th-grade level are included.

QUESTION FORM

Each item is a sentence containing three commonly misspelled words. The sentence is divided into three parts labeled A, B, and C. Foil D stands for "No error."

RESPONSE FORM

In each sentence there is either one incorrectly spelled word or all are correctly spelled.

SUBJECT: Language Arts
GRADE LEVEL: 10

COMPETENCY 10.2

The student will be able to identify correct sentence structure.

BRIEF DESCRIPTION

This competency requires the student to determine whether a given sentence contains errors in sentence structure.

SAMPLE ITEMS

Three of the sentences below are poorly written. One uses good sentence structure. Which sentence has the best structure?

1. A Jim enjoys swimming, running, and to fish. *(parallel structure)*
   B Lincoln wrote the Gettysburg Address while riding to Philadelphia on the back of an envelope. *(misplaced modifier)*
   *C On their field trip, the students visited a museum.
   D The ball was round in shape and blue in color. *(redundancy)*

2. A Running after the bus, the passengers watched it pull away from Mark. *(dangling modifier)*
   B Because he was elected, he got more votes than anyone else. *(faulty subordination)*
   C Our team put up a good fight and the other team won. *(faulty coordination)*
   *D John and Mary not only studied but also outlined the book.

CONTENT

Errors are to include: errors in parallel structure, misplaced modifiers, dangling modifiers, redundancies, faulty coordination, faulty subordination, shifts in tense, shifts in voice, fragments, run-ons, and shifts in person.

QUESTION FORM

Each item consists of four sentences, three of which contain errors in sentence structure.

RESPONSE FORM

Each of the kinds of errors listed above occurs at least once as a distractor. Each distractor has only one error.

SUBJECT: Language Arts
GRADE LEVEL: 10

COMPETENCY 10.3

The student will be able to identify sentences containing correct usage.

BRIEF DESCRIPTION

This competency requires the student to determine whether a given sentence contains errors in usage.

SAMPLE ITEMS

Three of the sentences below are poorly written. One contains correct usage. Which sentence is correct?

1. A I am looking for the employee whom was absent only three times.
   B Just between the three of us, what should we do?
   C It had began to rain before I went outside.
   *D She was glad to accept the award.

2. A Her and me are going shopping after school today.
   B The sun will raise this morning at 6:05.
   C Good luck don't never seem to come your way when you need it most.
   *D Whenever I'm in a play, I'm really afraid the actors will forget their lines.

CONTENT

There will be double negatives as well errors in subject verb agreement, pronoun-antecedent agreement, use of problem pairs (let/leave, rise/raise, lie/lay, this/that, these/those/them, except/accept, bring/take, learn/teach, among/between), verb form, and case of pronouns.

QUESTION FORM

Each item consists of four sentences, three of which contain errors in usage.

RESPONSE FORM

Approximately 30% of sentences include problem pairs. Approximately 60% of sentences deal with subject-verb agreement, pronoun-antecedent agreement, verb form, pronoun case. Approximately 10% of sentences contain double negatives.

SUBJECT: Language Arts
GRADE LEVEL: 10

COMPETENCY 10.4

The student will be able to identify a correctly punctuated sentence.

BRIEF DESCRIPTION

This competency requires the student to choose which version of a given sentence demonstrates correct use of punctuation.

SAMPLE ITEMS

Which is the correct way to punctuate the sentence?

1. A The title of the book was "Tom Sawyer."
   B The title of the book was "Tom Sawyer."
   C The title of the book was, Tom Sawyer.
   *D The title of the book was Tom Sawyer.

2. *A In the beginning of the year, the immigrants left New Ulm; some went to Nebraska, some to South Dakota.
   B In the beginning of the year the immigrants left New Ulm, some went to Nebraska some to South Dakota.
   C In the beginning, of the year the immigrants left New Ulm; some went to Nebraska; some to South Dakota.
   D In the beginning of the year, the immigrants left New Ulm, some went to Nebraska, some to South Dakota.

CONTENT

The content includes the use of the comma (for appositives, quotations, and introductory elements), the colon, the semicolon, quotation marks, apostrophes, and underlining.

QUESTION FORM

Each item is a sentence which requires at least two internal punctuation marks. The foils punctuate it in four different ways.

RESPONSE FORM

The distractors include sentences with incorrect punctuation or with needed punctuation omitted.

SUBJECT: Language Arts
GRADE LEVEL: 10

COMPETENCY 10.5

The student will be able to identify sentences containing correct capitalization.

BRIEF DESCRIPTION

This competency requires the student to choose which version of a given sentence demonstrates correct capitalization.

SAMPLE ITEMS

Which is the correct capitalization for the sentence?

1. *A The director of the Brooklyn Institute of Art said, "We have just purchased a Gutenberg Bible."
   B The Director of the Brooklyn Institute of Art said, "we have just purchased a Gutenberg Bible."
   C The director of the Brooklyn Institute of Art said, "We have just purchased a gutenberg bible."
   D The director of the Brooklyn institute of art said, "We have just purchased a gutenberg bible."

2. A "Well," Uncle Harry said, "One of the best books I've ever read is The Grapes of Wrath by John Steinbeck."
   B "Well," uncle Harry said, "one of the best books I've ever read is The Grapes of Wrath by John Steinbeck."
   C "Well," Uncle Harry said, "One of the best books I've ever read is The grapes of wrath by John Steinbeck."
   *D "Well," Uncle Harry said, "one of the best books I've ever read is The Grapes of Wrath by John Steinbeck."

CONTENT

The content includes direct quotes, titles (magazines, books, etc.), special words (languages and course names), proper nouns, and proper adjectives.

QUESTION FORM

Each item is a sentence, capitalized four different ways.

Each sentence includes at least two words, but no more than six words, which require capitalization (other than at the beginning of the sentence).

RESPONSE FORM

Errors include words capitalized that should be lower case and vice versa. Each distractor includes more than one error.

SUBJECT: Language Arts
GRADE LEVEL: 10

COMPETENCY 10.6

The student will be able to sequence topic sentences into an ordered composition outline.

BRIEF DESCRIPTION

This competency requires the student to determine which sequence of a given set of topic sentences for a composition would provide a logically ordered composition outline.

SAMPLE ITEMS

Given these five topic sentences, which is the most appropriate order for a sentence outline of a composition on how to prepare a gourmet chicken dinner?

1. 1. When the chicken dish is ready for the oven, the dessert can be assembled.
   2. All ingredients and utensils should be gathered before you begin to cook.
   3. Having prepared all of the food, you can then arrange the environment to complement the meal.
   4. Careful planning makes the job of preparing a gourmet chicken dinner a less frightening one.
   5. Assembling the chicken entree requires the most time and should precede the preparation of the side dishes.

   A 1, 5, 4, 3, 2
   *B 4, 2, 5, 1, 3
   C 4, 5, 1, 2, 3
   D 5, 4, 2, 1, 3

Given these five topic sentences, which is the most appropriate order for a sentence outline of a composition on the telephone?

2. 1. Because telephone service is fast, telephones are important in emergencies.
   2. Thus we can understand that the telephone is a valuable means of communication.
   3. The invention of the telephone provided people with a most valuable means of communication.
   4. Since telephones are almost everywhere, the telephone makes it possible for us to talk to almost anyone, anywhere in the world.
   5. Besides bringing persons closer together, the telephone helps us save time.

   *A 3, 4, 5, 1, 2
   B 4, 3, 1, 2, 5
   C 5, 1, 3, 2, 4
   D 3, 5, 4, 1, 2

CONTENT

The sequences included are:

chronological (first, before, when, finally)
spatial (to left, middle, to right, next to)
cause and effect (thus, therefore, so, since, because of)
comparison/contrast (similarly, likewise, on the other hand, in contrast).

QUESTION FORM

Each item contains five topic sentences out of order. The sentences contain words and phrases that clearly indicate the sequence. The sentences are numbered.

RESPONSE FORM

Each response will be one possible ordering of the sentences.

SUBJECT: Language Arts
GRADE LEVEL: 10

COMPETENCY 10.7

The student will be able to select the topic and concluding sentences for a unified paragraph.

BRIEF DESCRIPTION

This competency requires the student to choose the appropriate introductory and concluding sentences for a given paragraph.

SAMPLE ITEMS

Read the partial paragraph below. Then choose the pair of sentences that <u>best</u> introduces and concludes the paragraph.

1. To my left were stacks of polished gold bars. Directly across the room were intricately carved boxes of exotic wood. In the right corner, bolts of silk cloth formed a background for strings of jewels.

   A *(first sentence)* The room was filled with objects of immense value.
   (last sentence) A large dead rat lay near the door.

   B *(first sentence)* The room was filled with objects of varying size.
   (last sentence) Next was a huge porcelain vase.

   *C *(first sentence)* My eyes swept across the room filled with objects of immense value.
   (last sentence) Finally I fixed upon a huge porcelain vase just out of reach of my right hand.

   D *(first sentence)* It was obvious that the objects in the room had been collected by a madman.
   (last sentence) I wondered where the lunatic was hiding.

2. They both rotate on their axes. Both the earth and the moon move in an elliptical orbit. But the moon and the earth are also quite different.

   A *(first sentence)* The moon is the earth's satellite.
   (last sentence) The moon has been said to have mysterious powers.

   B *(first sentence)* A comparison of the earth and the moon yields these similarities.
   (last sentence) The moon's orbit around the earth creates the different phases of the moon.

   *C *(first sentence)* The earth and the moon share some characteristics.
   (last sentence) They are composed of different materials, have different atmospheres, and exert different gravitational pulls.

   D *(first sentence)* The earth is three-quarters water, but the moon has no water.
   (last sentence) They both reflect the light of the sun.

CONTENT

The following patterns of organization are included:

-cause and effect,
-comparison, contrast,
-most important to least important detail,
-chronological,
-spatial,
-generalization plus support.

QUESTION FORM

The stem is the body of a unified paragraph (at least three sentences). These sentences cue a particular organizational pattern.

RESPONSE FORM

Each choice consists of two sentences. Only one choice includes both an appropriate opening and closing sentence.

Errors include:

1) both sentences inconsistent with the logic or ordering of the paragraph;

2) either a first or a last sentence which does not fit the organizational pattern.

SUBJECT: Language Arts
GRADE LEVEL: 10

COMPETENCY 10.8

The student will be able to choose the appropriate transition word or phrase for a sentence in a paragraph.

BRIEF DESCRIPTION

This competency requires the student to choose the appropriate transition word or phrase for a sentence in a given paragraph.

SAMPLE ITEMS

Which word or phrase is the **best** one for this sentence?

1. Disabling disease causes some people to lose self-respect. Their disabilities compel them to depend upon others for services they are used to performing themselves. Frequently they must give up their jobs. _____ loss of income forces them to accept government help. Faced with the prospect of permanent dependency, they feel worthless to themselves and others.

   *A The resulting
   B Nevertheless, the
   C Then
   D However, the

2. To bake bread successfully, all you need is common sense and some experience. To begin with, use your common sense in carefully following the recipe. _____, you will become more familiar with how to use yeast and how to knead the dough. When you have gained more experience, your instincts will guide you in baking a successful loaf of bread.

   *A As time goes on
   B Therefore
   C Before this
   D Because of this

CONTENT

One-third of the items relate to chronological transitions (before, after, next . . .), and one-third relate to causal transitions (because, since, therefore).

QUESTION FORM

Each item is a paragraph of approximately 50 words. A transition word or phrase is omitted from one of the sentences.

RESPONSE FORM

Four alternatives are given. Only the correct choice fits the semantic context of the paragraph. All choices fit syntactically into the sentence.

SUBJECT: Language Arts
GRADE LEVEL: 10

COMPETENCY 10.9

The student will be able to identify an irrelevant sentence in a paragraph.

BRIEF DESCRIPTION

This competency requires the student to determine which sentence in a given paragraph is irrelevant to that paragraph.

SAMPLE ITEMS

Which sentence does <u>not</u> belong in this paragraph?

1. (1) Human beings are not the only creatures known for their industry. (2) Ants work very hard at tunneling their homes and collecting food. (3) Ants are found in most parts of the world. (4) Being quite specialized, bees have different jobs such as undertaking, baby sitting, and cleaning. (5) Elephants, camels, and horses do much of their work carrying things for humans.

   A 1
   B 2
   *C 3
   D 4

2. (1) The sun hung in a sky that was just about the color of the shell of a robin's egg. (2) It was 81°F with 60% relative humidity. (3) There was a light breeze stirring the air. (4) It wasn't the kind of wind that bent the boughs of the trees. (5) It just tickled the leaves a little and carried along the smell of chicken barbecuing on a neighbor's grill.

   A 1
   *B 2
   C 4
   D 5

CONTENT

A paragraph of approximately 50 words contains one irrelevant sentence. The irrelevant sentence has some general connection to the topic of the paragraph, but does not relate to the specific line of development being followed.

QUESTION FORM

The paragraph contains at least four sentences. Sentences in the paragraph are numbered.

RESPONSE FORM

The foils for each item refer to the sentences by number. The distractors are relevant sentences.

SUBJECT: Language Arts
GRADE LEVEL: 10

COMPETENCY 10.10

The student will be able to choose one sentence that combines two or more sentences and retains the meaning of the original sentences.

BRIEF DESCRIPTION

This competency requires the student to choose the best way to combine two or more given sentences into a single sentence without altering or losing any of the meaning of the original sentences.

SAMPLE ITEMS

Choose the sentence below that is the best way to combine the sentences in the box without leaving out information.

1. | We could not find the ten dollars we had saved.
John had lost it when he fell into the lake. |

   A We could not find the ten dollars since John had lost it.
   (Leaves out where he lost it.)

   B We could not find the ten dollars we saved although John had lost it when he fell into the lake.
   ("Although" suggests an illogical relationship.)

   *C Because John had lost it in the lake, we could not find the ten dollars we had saved.
   (Establishes a causal relationship and retains all the original data.)

   D We could not find the ten dollars we saved, and John had lost it when he fell into the lake.
   (Is no improvement over the original because it suggests no relationship and is not fluent.)

2. | I entered the gymnasium.
There is a score clock on the wall.
The score clock told me we were being beaten badly.
We were playing the Cusick Panthers. |

   A I entered the gymnasium and saw we were being beaten by the Cusick Panthers.
   (Leaves out the score clock on the wall.)

   B The score clock on the wall told me that we were playing Cusick and that we were being badly beaten.
   (Suggests that the score clock told me that we were playing the Cusick.)

   *C When I entered the gymnasium, I could see by the score clock on the wall that our team was being badly beaten by the Cusick Panthers.
   (Establishes a logical sequence and retains all the original information.)

   D We were playing the Cusick Panthers and we were being badly beaten by them.
   (Leaves out the gymnasium and the score clock on the wall.)

CONTENT

The following transformational devices will be included: relative clause, noun clause, adverb clause, passive, appositive, and adjective.

QUESTION FORM

Each item includes two or more sentences, sufficiently related to make a combined sentence appropriate.

RESPONSE FORM

The foils are four ways of combining the sentences. Distractors are choices which omit or alter meaning in the original sentences and choices which are structurally or stylistically weak.

SUBJECT: Language Arts
GRADE LEVEL: 10

COMPETENCY 10.11

The student will be able to recognize appropriate use of figurative language.

BRIEF DESCRIPTION

This competency requires students to recognize figurative language and to determine whether the implied comparisons are appropriate and not cliched.

SAMPLE ITEMS

Choose the sentence which contains figurative language but avoids cliches (overused phrases) and comparisons that don't make sense (illogical or mixed metaphors).

1. A The Olympic runner was thin as a rail.
   B When we lost the game, he said, "That's the way the cookie bounces."
   *C Two pigtails sprang out of her head like little water fountains.
   D They ran swiftly to the edge of the river.

2. *A Seeing her old friend felt as comfortable as sinking into an overstuffed chair.
   B The fence was as straight as an arrow.
   C I was in over my head without a paddle.
   D The little boy walked like his father.

CONTENT

The content includes recognizing figurative language and common errors in the use of figurative language: cliches, mixed metaphors, and illogical comparisons.

QUESTION FORM

Each item includes four sentences, three of which contain figurative language. Two of the three sentences co- tain errors in the use of figurative language.

RESPONSE FORM

Distractors for each item are: one sentence which does not include figurative language, one sentence which contains a cliche, and one sentence which contains a mixed or illogical metaphor.